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AUTHOR Evans, Paul L.
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ABSTRACT

The opinions of 162 psychologists, 842 teachers, 125 public school administrators and 50 state departments of education were surveyed regarding the current status of service delivery and school psychology. The first questionnaire was directed to coordinators of school psychological services and school psychologists and requested information about the academic background and training of the school psychologists. A second questionnaire, disseminated by school psychologists to teachers and public school administrators, queried respondents on which services psychologists performed that they felt were most helpful in the public schools. A third questionnaire, mailed to practicing psychologists, involved rating of specific tasks according to the relative importance of the task to respondents' positions. Among findings was that the most frequent recommendation of public school administrators, school psychologists, and classroom teachers for improving psychological services in the schools is that of reducing the current ratio of psychologists per pupil. Statistical data and sample questionnaires conclude the document. (SBH)

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A MODEL FOR CONDUCTING NEEDS ASSESSMENTS AND A REPORT ON NATIONAL RATIOS

Paul L. Evans, State Consultant
Psychological Services
South Carolina State Department of Education
Columbia, South Carolina 29201

Presented at the Annual Convention of
The American Psychological Association,
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Abstract: A Model for Conducting Needs Assessments and a Report on National Ratios

Dr. Paul L. Evans, State Consultant, Psychological Services. Office of Programs for the Handicapped, South Carolina State Department of Education

A survey of the opinions of school psychologists, public school administrators, teachers and university trainers was conducted relative to the current status of service delivery and school psychology. A major objective of this survey was to provide information to state agencies, university trainers, and school psychologists to assist in short- and long-range planning for the efficient delivery of school psychological services. The data presented herein was compiled after an extensive field-base input effort. Questionnaires were disseminated by mail to public school administrators, teachers, school psychologists and university trainers. As a result, an extensive data base of existing practices (and needed areas for improvement) was established. A special computer program was written for the analysis of each questionnaire.

The first questionnaire was directed to coordinators of school psychological services and school psychologists. This questionnaire requested information about the academic background and training of the school psychologists in the form of responses to simple checklists. Results were analyzed relative to the amount of training received; minimal entry level for school psychologists; the efficacy of practicum and internship experiences; and, the definition of what constitutes proper supervision.

A second questionnaire was disseminated by school psychologists to teachers and public school administrators. Respondents were asked to indicate which services psychologists performed that were most helpful in the public schools. Additionally, respondents were asked for suggestions for improving the usefulness of school psychological services. Lastly, respondents were asked to indicate services that are needed, and are not currently being provided.

A third questionnaire was disseminated by mail to practicing psychologists.

This questionnaire contained forty-eight descriptors of specific tasks that might be performed by school psychologists; respondents were asked to rate these on a 1-to-5 scale according to the relative importance of the task to their current position. Additionally four (4) open-ended questions required school psychologists to generate descriptions of their own function. Further items requested information about the size of the school districts and community for which the psychologists were working.

In computing and analyzing the data, frequencies, means and standard deviations were the statistical calculations used. The means were considered the index of importance and the standard deviations the index of consensus. For analysis of task descriptors, a low mean rating was an indication of high rank, or high priority, while a high standard deviation (i.e., above 1.00), was indicative of a wide range of disagreement among the respondents. Following this logic, the higher the mean, the lower the rank or the priority for that task; the lower the standard deviation (SD), the greater the consensus on the mean score among the respondents.

In addition to questionnaire summaries, a report of the results of a national survey on the number and kind of school psychological services available in the U. S. will be presented. Finally, manpower projections for each state based upon a 1/1500 ratio will be discussed. It is anticipated that this information will be useful for university trainers and state agencies in their efforts to establish personnel projections and secure federal assistance in personnel development.

TITLE: A Model For Conducting Needs Assessments And A Report On National Ratios

Statement of the Problem

With the passage by the United States Congress of Public Law 93-380 and Public Law 94-142, a major impetus has been formulated for the provision of a free and appropriate education for all handicapped children. Fulfilling the requirements of these acts and similar state mandates will dictate the generation of local, state and national needs assessments.

Since there appears to be a substantial void in the professional literature relating to manpower planning and school psychology, the purpose of this report is to provide a model that can be used by state agencies and university training programs in establishing a data base for personnel projections and the delivery of school psychological services.

This report summarizes a series of qualitative and quantitative surveys on school psychology that were conducted during the 1977-78 school year. A follow-up quantitative national survey is also presented.

Subjects

One hundred sixty-two (162) school psychologists, eight hundred forty-two (842) teachers, one hundred twenty-five (125) public school administrators and fifty (50) state departments of education served as participants.

Procedure

Questionnaires were directed to practicing school psychologists, teachers, administrators and State Departments of Education.

The first questionnaire (Appendix A) requested coordinators of school psychological services and school psychologists to furnish information about their academic background and training. Results were analyzed relative to the amount of training received; minimal entry levels for school psychologists; the efficacy of practicum and internship experiences; and, the definition of what constitutes proper supervision.

A second questionnaire (Appendix B) was disseminated by school psychologists to teachers and public school administrators. Respondents were asked to indicate which services psychologists performed that were most helpful in the public schools. Additionally, respondents were asked for suggestions for improving the usefulness of school psychological services. Lastly, respondents were asked to indicate services that are needed, and are not currently being provided.

A third questionnaire (Appendix C) was disseminated by mail to practicing psychologists. This questionnaire contained forty-eight descriptors of specific tasks that might be performed by school psychologists; respondents were asked to rate these on a 1-to-5 scale according to the relative importance of the task to their current position. Additionally four (4) open-ended questions required school psychologists to generate descriptions of their own function. Further items requested information about the size of the school district and community for which the psychologists were working.

A final questionnaire (Appendix D) was sent to state departments across the nation. State Agencies were asked to report the number of school psychologists who were practicing in their public schools during the 1977-1978 school year; the ratio of school psychology workers to public school children; the projected ideal number of school psychologists; and, their projected ideal ratio of psychologists per pupils.

In computing and analyzing the data, frequencies, means and standard deviations were the statistical calculations used. The means were considered the index of importance and the standard deviations the index of consensus. For analysis of task descriptors, a low mean rating was an indication of high rank, or high priority, while a high standard deviation (i.e., above 1.00), was indicative of a wide range of disagreement among the respondents. Following this logic, the higher the mean, the lower the rank or the priority for that task; the lower the standard deviation (SD), the greater the consensus on the mean

score among the respondents.

Results

Questionnaire I: Forty-seven (47) percent of the respondents had obtained their highest degree in school psychology; 23 percent in guidance and counseling; 8 percent in education; 7 percent in special education; 5 percent in general psychology; 4 percent in a non-specified area; and 1 percent in clinical psychology. Thus, it appears that a slight majority of respondents had obtained out-of-field certification.

Two percent of the respondents held bachelor's degrees; 59 percent held master's degrees, 17 percent held sixth-year degrees; and 19 percent held doctoral degrees. Relative to the efficacy of their practicum experience over 58 percent of the respondents indicated that their practicum experience was adequate; however, the resultant 42 percent suggested that their experiences had ranged from less than adequately to completely irrelevant.

When they were asked to identify the minimum certification level for practicing school psychologists, 74 percent indicated the master's level should be the minimal entry level for the profession. Nevertheless, over 22 percent responded that the sub-master's level should be the minimal certification status.

The sixth year psychologist was chosen as the minimum certification level for autonomous practice (i.e., without supervision). Over 72 percent of the respondents were in favor of autonomous practice for sixth year psychologist, while only 24 percent were in favor of the master's level functioning independently of supervision.

When asked to define supervision, no (0) respondents concurred that supervision should be defined solely as a co-signing of psychological reports. The majority of respondents, 56.9 percent, indicated that supervision should be resident supervision by a sixth year psychologist who is a full-time employee of the school district. Only 3 percent of the respondents indicated that supervision should not be required.

Questionnaire II: The Teacher-Administrator Questionnaire was disseminated by school psychologists to teachers and public school administrators in their respective districts. Nine hundred sixty-seven (967) usable questionnaires were returned. Twelve (12) percent of the respondents were public school administrators, and 88 percent were classroom teachers.

Respondents were first asked how often in the past six months they had had contact with a psychologist in their work setting, and then to evaluate the helpfulness of those contacts. Only 13.8 percent of the respondents indicated that they had weekly or more frequent contacts with a school psychologist; over 85 percent stated that contact was minimal.

However, it is interesting to note that over 76 percent of the respondents reported helpful contacts with school psychologists when such associations were pursued.

The respondents were then asked, in an open-ended question, which services psychologists performed that are most helpful to them in a professional setting. The most frequent responses included assessment (69.6 percent), providing educational prescriptions (10.6), assisting in the placement of special children (48.2 percent, second choice), and consulting with teachers/parents (17.2 percent, second choice).

The respondents were also asked for suggestions for improving the usefulness of school psychologists to them. The most frequent responses included suggestions that psychologists should be more available, i.e., the ratio of psychologist/pupil should be reduced (34.4 percent), that the psychologist should consult with teachers more (17.2 percent), and that the time between evaluation and written report should be decreased (13.7 percent).

Finally, respondents were asked to indicate which services of a psychological nature are needed and are not currently being provided. The majority of respondents (21.4 percent) indicated that the counseling of students was needed and was not currently being provided. Nineteen percent, however, indicated that a

greater emphasis should be placed on testing and recommendations. Nearly 12 percent (11.9 percent) suggested that the evaluation and follow-up activities were the weakest areas. Almost 10 percent (9.5 percent) pointed to a need for more work with regular classroom teachers. Consultation, crisis intervention, educational development and faster services were not seen as priority areas.

Questionnaire III: Questionnaire III contained forty-eight descriptions of specific tasks which might be performed by school psychologists; respondents were asked to rate these on a one-to-five scale according to the relative importance of that task to their current position. There were also four open-ended questions, requiring school psychologists to generate descriptions of their own functions.

The items most frequently rated as major components for psychologists' current function included assessment of individual intellectual functioning, writing comprehensive reports, participating in staffing committees, assessment of perceptual motor skills, the evaluation of learning disabilities, individual personality evaluation, and reporting test findings with parents, teachers, and administrative staff. The services now provided by the school psychologists that are viewed as least important included teaching at a nearby college or university, conducting play therapy sessions, writing a budget, participation on interdepartmental committees, going to PTA meetings, and coordinating research activities.

The four open-ended questions on the Practitioner Questionnaire drew fewer responses than the checklist items; however, over 51 percent of the respondents felt that testing was a function that they could do less often. Additionally, paperwork was a function with which over 30 percent of the respondents showed a desire to have less involvement.

When asked what functions psychologists should perform more often, the highest percentage of school psychologists responding to this item indicated that they would like to do more counseling with students.

Insofar as factors that hinder the school psychologists from being maximally effective in the schools, the overwhelming majority, 58.5 percent, suggested that the ratio of school psychologists per pupil is currently too low. Conflicts with local education administration, too much empahsis on testing, and new federal and state guidelines were also factors that were listed as hindrances to the effectiveness of school psychologists.

Questionnaire IV: Forty-three (43) states responded to questionnaire IV (Appendix D). Ratios of students to school psychologists ranged from 13,235 to 1 (Arkansas) to 1073 to 1 (Wyoming). The average pupil/psychologist ratio was 3587 to 1. Additionally, states were requested to project ideal ratios; the modal estimate was given at 2000 to 1. The lowest ratio of handicapped students to psychologists was reported to be 72 to 1 in South Dakota, while the highest ratio of handicapped students to psychologists was found in Arkansas at 838 to 1. A breakdown of the ranking of individual states according to the number of students per psychologist is found in Tables I and II.

Conclusions

A major observation, which has repeatedly been reflected in this data, is the fact that there may not be enough school psychologists available in the local educational agencies to do what is needed. Although school psychology has grown over the last decade, the most frequent recommendation of public school administrators, school psychologists, and classroom teachers for improving psychological services in the schools is that of reducing the current ratio of psychologists per pupil. Likewise, states unanimously agree the average ratio of pupils/psychologists (3587 to 1) is far short of the projected ideal of 1500 to 1 and 2000 to 1.

TABLE I

RANKING OF STATES ACCORDING TO
RATIOS OF STUDENTS TO PSYCHOLOGISTS

RANK	STATE	# PSYCHOLOGIST	#STUDENT	RATIO: STUDENTS/PSYCHOLOGISTS
1	Wyoming	86	92321	1073.5
2	South Dakota	137	156645	1143.3
3	Vermont	75	104872	1398.2
4	Massachusetts	793	1155000	1456.5
5	Wisconsin	595	917863	1542.6
6	Connecticut	386	603925	1564.6
7	Virgin Islands	15	25587	1705.8
8	Colorado	300	550000	1833.3
9	Iowa	329	603596	1834.6
10	New Jersey	786	1450000	1844.8
11	Montana	84	168730	2008.7
12	California	2000	4380400	2190.2
13	South Carolina	268	590000	2201.5
14	New Hampshire	77	177203	2301.3
15	Rhode Island	71	169500	2387.3
16	New York	1750	4550000	2600
17	Delaware	45	118000	2622.2
18	Idaho	73	201433	2759.4
19	Ohio	712	2182029	3064.6
20	Nebraska	110	345280	3138.9
21	Utah	100	317332	3173.3
22	Nevada	44	140000	3181.8
23	Indiana	350	1144959	3271.3
24	Virginia	338	1140000	3372.8
25	Washington	234	795000	3397.4
26	Pennsylvania	624	2128000	3410.2
27	Illinois	750	2600000	3466.6
28	Oklahoma	175	628230	3549.9
29	Florida	404	1573654	3895.2
30	Alaska	21	83000	3952.4
31	Minnesota	250	1000000	4000
32	Maryland	224	1000000	4464.3
33	Michigan	446	2026584	4543.9
34	Tennessee	209	960000	4593.3
35	New Mexico	60	300000	5000
36	North Dakota	25	125085	5003.4
37	Alabama	145	763725	5267.1
38	W. Virginia	75	401035	5347.1
39	Georgia	196	1100000	5612.2
40	Louisiana	123	860000	6991.9
41	North Carolina	175	1224495	6997.1
42	Hawaii	22	172000	7818.2
43	Arkansas	34	450000	13235.3

TABLE II

RANKING OF STATES ACCORDING TO NUMBER
OF HANDICAPPED STUDEN S PER PSYCHOLOGIST

RANK	STATE	# PSYCHOLOGISTS	# HANDICAPPED	RATIO: HANDICAPPED/PSYCHOLOGISTS
1	South Dakota	137	9937	72
2	Wyoming	86	7261	84
3	Vermont	75	6382	85
4	Wisconsin	595	58020	98
5	Montana	84	8610	103
6	New Hampshire	77	9916	129
7	New York	1750	250251	143
8	Iowa	329	51056	155
9	Colorado	300	47944	160
10	Connecticut	386	62085	160
11	California	2000	332291	166
12	Massachusetts	793	131992	166
13	New Jersey	786	145077	185
14	Idaho	73	14573	200
15	Rhode Island	71	15971	225
16	Virginia	338	77616	229.6
17	Nebraska	110	25270	229.7
18	Ohio	712	168314	236
19	Indiana	350	87645	250
20	Oklahoma	175	44181	252
21	New Mexico	60	15150	252
22	Nevada	44	11134	253
23	South Carolina	268	72357	270
24	Minnesota	250	72136	289
25	Florida	404	117258	290
26	Washington	234	70972	303
27	Illinois	750	229797	306
28	Delaware	45	14307	318
29	Pennsylvania	624	206792	331
30	Michigan	446	153113	343
31	North Dakota	25	8977	359
32	Utah	100	37204	372
33	Alabama	145	53987	372.3
34	Maryland	224	84184	376
35	W. Virginia	75	30136	401
36	Georgia	196	85209	434
37	Alaska	21	9598	457
38	Tennessee	209	99251	475
39	Hawaii	22	10545	479
40	North Carolina	175	98036	560
41	Louisiana	123	86989	707
42	Arkansas	34	28487	838

APPENDIX A

CERTIFICATION REQUIREMENTS

If your name and address is incorrect, please indicate below:

Please indicate your current certification status:

1. ___ Educational Evaluator
2. ___ School Psychologist I
3. ___ School Psychologist II
4. ___ School Psychologist III

Please indicate those areas listed below in which you have been awarded a degree. (Indicate the degree by using this key, 1=Bachelor's; 2=Master's; 3=Doctorate; 4=Sixth-year degree.)

	Major Area	Degree	College or University	Date
5.	School Psychology	_____	_____	_____
6.	General Psychology	_____	_____	_____
7.	Clinical Psychology	_____	_____	_____
8.	Special Education	_____	_____	_____
9.	Education	_____	_____	_____
10.	Guidance-Counseling	_____	_____	_____
11.	School-Administration	_____	_____	_____
12.	Other (Specify)	_____	_____	_____

Please indicate certification or licenses held:

13. ___ teacher certificate
14. ___ visiting teacher certificate
15. ___ counselor certificate
16. ___ educational evaluator certificate
17. ___ school psychologist certificate
18. ___ licensed psychologist

Please indicate below the relationship between your practicum training and the services you now provide.

19. ___ My training was adequate.

20. ___ I perform occasional functions for which I was not adequately trained.

21. ___ I perform major or frequent functions for which I was not adequately trained.

22. ___ My training was almost completely irrelevant.

Do you think deletions, additions or revisions of present training programs and certification requirements are needed?

23. ___ Yes

24. ___ No

If your answer to the above question is "yes," please indicate your suggestions or recommendations relative to certification requirements by completing the following:

The entry certification level for practicing school psychologists should be:

25. ___ educational evaluator

26. ___ school psychologist I

27. ___ school psychologist II

28. ___ school psychologist III

The minimal amount of certification which would allow autonomous practice (i.e., without supervision), should be:

29. ___ educational evaluator

30. ___ school psychologist I

31. ___ school psychologist II

32. ___ school psychologist III

Supervision should be defined as:

33. ___ solely the co-signing of psychological write-ups

34. ___ resident supervision by a level III member of the district's full-time staff

35. ___ itinerate supervision by level III persons

36. ___ resident supervision by level II or level III full-time district personnel

37. ___ itinerate supervision by level II or level III persons

38. ___ resident supervision by level II or III full-time district personnel

39. ___ itinerate supervision by level I, II, or III persons

40. ___ supervision should not be required, only recommended

Should consideration be given to the elimination of educational evaluators?

41. ___ Yes

42. ___ No

Do you think deletions, additions or revisions of the present certification requirements for educational evaluators are needed?

43. ___ Yes

44. ___ No

If your answer to the above question is yes, please indicate your suggestions or recommendations by checking column one (1), two (2), or three (3).

Requirements for Educational Evaluators

		1-Delete	2-Add	3-Revise
45.	A bachelor's degree plus 18 semester hours of graduate credit. (Nine semester hours of undergraduate credit above the bachelor's degree may be substituted for 9 of the 18 semester hours of graduate credit.)	_____	_____	_____
46.	Recommendation from the college or university in which the greater part of the course work was taken.	_____	_____	_____
47.	A health report.			
48.	A grade A or B on the National Teacher Examination or a composite of 975 with a minimum of 450 on the common examination and 450 on a teaching area examination.	_____	_____	_____

Six semester hours in psychological foundations taken from the following courses:

49.	Educational Psychology	_____	_____	_____
50.	Developmental Psychology	_____	_____	_____
51.	Psychology of Exceptional Children	_____	_____	_____
52.	Psychology of the Disadvantaged	_____	_____	_____
53.	Mental Retardation	_____	_____	_____

Six semester hours in psychological skills, methods, and techniques, taken from the following courses:

		1-Delete	2-Add	3-Revise
54.	Psychometric Techniques-Individual Testing	_____	_____	_____
55.	Remedial Methods in Reading	_____	_____	_____
56.	Speech and Hearing Disorders	_____	_____	_____
57.	Special Learning Disabilities	_____	_____	_____
58.	Guidance Techniques	_____	_____	_____
59.	Special Education	_____	_____	_____

Six semester hours in educational foundations taken from the following:

60.	History of Education	_____	_____	_____
61.	Philosophy of Education	_____	_____	_____
62.	School Administration	_____	_____	_____
63.	School Practices and Methods of Training	_____	_____	_____
64.	Curriculum	_____	_____	_____
65.	School in the Social Order	_____	_____	_____
66.	Successful completion of an internship of one college semester (20 hours a week) in a school-related setting under the supervision of a school psychologist II or III, as approved by the State Department of Education, or a school psychology training program.	_____	_____	_____

Do you think deletions, additions or revisions of the present certification requirements for school psychologists, level I, are needed?

67. ___ Yes

68. ___ No

If your answer to the above question is yes, please indicate your suggestions or recommendations by checking column one (1), two (2), or three (3).

Requirements for School Psychologist I

69.	Recommendation from the college or university granting the degree.	_____	_____	_____
70.	Health report, examination made at time of application for certificate.	_____	_____	_____

		1-Delete	2-Add	3-Revise
71.	Composite National Teacher Examination score of 975 with a minimum of 450 on the common examination and 450 on an area examination.	_____	_____	_____

Eighteen semester hours in psychological foundations taken from the following courses:

72.	Educational Psychology	_____	_____	_____
73.	Developmental Psychology	_____	_____	_____
74.	Psychology of Exceptional Children	_____	_____	_____
75.	Psychology of the Disadvantaged	_____	_____	_____
76.	Mental Retardation	_____	_____	_____
77.	Experimental Psychology	_____	_____	_____
78.	Learning	_____	_____	_____
79.	Personality	_____	_____	_____
80.	Perception	_____	_____	_____
81.	Motivation	_____	_____	_____
82.	Physiological Psychology	_____	_____	_____
83.	Comparative Psychology	_____	_____	_____
84.	Social Psychology	_____	_____	_____
85.	History and Systems of Psychology	_____	_____	_____

Twelve semester hours in psychological skills, methods and techniques, taken from the following courses:

86.	Statistics	_____	_____	_____
87.	Psychometric Techniques	_____	_____	_____
88.	Remedial Methods in Reading	_____	_____	_____
89.	Speech and Hearing Disorders	_____	_____	_____
90.	Guidance Techniques	_____	_____	_____
91.	Special Education	_____	_____	_____
92.	Special Learning Disabilities	_____	_____	_____

Six semester hours in educational foundations and school organizations taken from the following courses:

		1-Delete	2-Add	3-Revise
93.	History of Education	_____	_____	_____
94.	Philosophy of Education	_____	_____	_____
95.	School Administration	_____	_____	_____
96.	School Practices and Methods of Teaching	_____	_____	_____
97.	Curriculum	_____	_____	_____
98.	School in the Social Order	_____	_____	_____
99.	Successful completion of an internship of one college semester (20 hours a week) in a school-related setting under the supervision of a school psychologist II or III, as approved by the State Department of Education, or a school psychology training program.	_____	_____	_____

Do you think deletions, additions or revisions of the present certification requirements for school psychologist, level II, are needed?

100. ___ Yes

101. ___ No

If your answer to the above question is yes, please indicate your suggestions or recommendations by checking column one (1), two (2), or three (3).

Requirements for School Psychologist II

102.	School Psychologist I Certificate with a minimum of 60 semester hours of graduate study.	_____	_____	_____
103.	Recommendation from the college or university in which the greater part of the course work was taken.	_____	_____	_____
104.	Health report, examination made at time of application for certificate.	_____	_____	_____
105.	Composite National Teacher Examination score of 975 with a minimum of 450 on the common examination and 450 on a teaching area examination.	_____	_____	_____
106.	A minimum of 60 semester hours of graduate study.	_____	_____	_____

Twenty-seven semester hours in psychological foundations taken from the following courses:

		1-Delete	2-Add	3-Revise
107.	Educational Psychology	_____	_____	_____
108.	Developmental Psychology	_____	_____	_____
109.	Psychology of Exceptional Children	_____	_____	_____
110.	Psychology of the Disadvantaged	_____	_____	_____
111.	Mental Retardation	_____	_____	_____
112.	Experimental Psychology	_____	_____	_____
113.	Learning	_____	_____	_____
114.	Personality	_____	_____	_____
115.	Perception	_____	_____	_____
116.	Motivation	_____	_____	_____
117.	Physiological Psychology	_____	_____	_____
118.	Comparative Psychology	_____	_____	_____
119.	Social Psychology	_____	_____	_____
120.	History and Systems of Psychology	_____	_____	_____
121.	Professional School Psychology	_____	_____	_____
122.	Group Dynamics	_____	_____	_____
123.	Psychopathology	_____	_____	_____

Eighteen semester hours in psychological skills, methods and techniques taken from the following courses:

124.	Statistics	_____	_____	_____
125.	Psychometric Techniques	_____	_____	_____
126.	Remedial Methods in Reading	_____	_____	_____
127.	Speech and Hearing Disorders	_____	_____	_____
128.	Special Learning Disabilities	_____	_____	_____
129.	Guidance Techniques	_____	_____	_____
130.	Special Education	_____	_____	_____

		1-Delete	2-Add	3-Revise
131.	Psychotherapy	_____	_____	_____
132.	Techniques of Interviewing and Consulting	_____	_____	_____
133.	Behavior Modification	_____	_____	_____
134.	Research in School Problems	_____	_____	_____
135.	Practicum in School Psychology	_____	_____	_____

Nine semester hours in educational foundations and school organization, taken from the following courses:

136.	History of Education	_____	_____	_____
137.	Philosophy of Education	_____	_____	_____
138.	School Practices and Methods of Teaching	_____	_____	_____
139.	School Administration	_____	_____	_____
140.	Curriculum	_____	_____	_____
141.	School in the Social Order	_____	_____	_____
142.	School-Community Relations	_____	_____	_____
143.	Successful completion of an internship of one college semester as a school psychologist under the supervision of a school psychologist III.	_____	_____	_____
144.	An additional six (6) semester hours in courses closely related to the student's interests and professional development.	_____	_____	_____

Do you think deletions, additions, or revisions of the present certification requirements for school psychologist III, are needed?

145. ___ Yes

146. ___ No

If your answer to the above question is yes, please indicate your suggestions or recommendations by checking columns one (1), two (2), or three (3).

Requirements for School Psychologist III

147.	A doctorate	_____	_____	_____
148.	A recommendation from the college or university granting the degree.	_____	_____	_____

		1-Delete	2-Add	3-Revise
149.	A health report, examination made at time of application for certificate.			
150.	Composite National Teacher Examination score of 975 with a minimum of 450 on the common examination and 450 on a teaching area examination.			
151.	A minimum of 60 semester hours of graduate study.			

Twenty-seven semester hours in psychological foundations, taken from the following courses:

152.	Educational Psychology			
153.	Developmental Psychology			
154.	Psychology of Exceptional Children			
155.	Psychology of the Disadvantaged			
156.	Mental Retardation			
157.	Experimental Psychology			
158.	Learning			
159.	Personality			
160.	Perception			
161.	Motivation			
162.	Physiological Psychology			
163.	Comparative Psychology			
164.	Social Psychology			
165.	History and Systems of Psychology			
166.	Professional School Psychology			
167.	Group Dynamics			
168.	Psychopathology			

Eighteen semester hours in psychological skills, methods and techniques, taken from the following courses:

169.	Statistics			
170.	Psychometric Techniques			

		1-Delete	2-Add	3-Revise
171.	Remedial Methods in Reading	_____	_____	_____
172.	Speech and Hearing Disorders	_____	_____	_____
173.	Special Learning Disabilities	_____	_____	_____
174.	Guidance Techniques	_____	_____	_____
175.	Special Education	_____	_____	_____
176.	Psychotherapy	_____	_____	_____
177.	Techniques of Interviewing and Consulting	_____	_____	_____
178.	Behavior Modification	_____	_____	_____
179.	Research in School Problems	_____	_____	_____
180.	Practicum in School Psychology	_____	_____	_____

Nine semester hours in educational foundations and school organizations, taken from the following courses:

181.	History of Education	_____	_____	_____
182.	Philosophy of Education	_____	_____	_____
183.	School Administration	_____	_____	_____
184.	School Practices and Methods of Teaching	_____	_____	_____
185.	Curriculum	_____	_____	_____
186.	School in the Social Order	_____	_____	_____
187.	School-Community Relations	_____	_____	_____
188.	Successful completion of an internship of one academic year as a school psychologist under the supervision of a school psychologist III.	_____	_____	_____
189.	An additional six (6) semester hours in courses closely related to the student's interests and professional development.	_____	_____	_____

Please use the space below or attach additional sheets for further comments and recommendations.
Please return to:

Dr. Paul L. Evans, Consultant
Psychological Services
Office of Programs for the Handicapped
South Carolina Department of Education
Columbia, South Carolina 29201

APPENDIX B

TEACHER/ADMINISTRATOR QUESTIONNAIRE

In an effort to assess the nature and quality of school psychological services in South Carolina, the State Department of Education, Office of Programs for the Handicapped, is seeking the opinions and advice of professionals in education whose work affords the opportunity for contact with school psychologists. Your assistance in completing this questionnaire is most appreciated. Upon completion, please return to Dr. Paul L. Evans, Office of Programs for the Handicapped, South Carolina Department of Education, 1429 Senate Street, Columbia, South Carolina 29201 (by May 15, 1978).

NAME _____

ADDRESS _____

_____

Please indicate your relationship to the school system: Teacher (specify) _____
Administrator (specify) _____
Other (specify) _____

1. In the past six months how many times have you had professional contact with a school psychologist in your work setting? (Indicate response by circling.)

   1 - never 2 - only a few 3 - weekly or more often

2. How frequently are these contacts helpful?

   1 - always 2 - almost always 3 - rarely 4 - never

3. What services do school psychologists perform which you judge to be the most helpful to you?

4. Can you suggest ways of improving the usefulness of school psychologists to you in the performance of your job?

5. Please describe any necessary pupil services of a psychological nature which you feel currently are not being provided at an adequate level.

APPENDIX C

PRACTITIONER QUESTIONNAIRE

Please indicate your relationship to the school system:

1. ___ Full-time employee of a school district or system
2. ___ Part-time employee of a school district or system
3. ___ Contract with a school district or system to provide psychological services (either to provide consultation or to provide direct pupil diagnosis)

Please indicate the relative importance (in terms of time allocated and priority) of the following activities performed by school psychologists. Answer, using the following key, in the light of how school psychologists in your district **currently** function.

1 – the primary aspect of a psychologist's job
2 – one of the major components of a psychologist's job
3 – of some importance in a psychologist's job
4 – a minor component of a psychologist's job
5 – not performed by psychologists

1. ___ Classroom observations of pupils
2. ___ Participate as member of screening committee to screen students for possible psychological, behavioral or academic problems
3. ___ Assessment of individual intellectual functioning of pupils via WISC-R, WAIS, Stanford-Binet, etc.
4. ___ Individual perceptual-motor evaluation via Bender-Gestalt, Harris Lateral Dominance, Frostig, etc.
5. ___ Individual language or learning disability evaluation via Illinois Test of Psycholinguistic Ability, Wepman, etc.
6. ___ Individual personality evaluation via Children's Apperception Test, Sentence Completion, Drawing Tasks, TAT, etc.
7. ___ Individual academic achievement estimate via Peabody Individual Achievement Test, Wide-Range Achievement Test, etc.
8. ___ Individual medical and developmental history for students being evaluated or assisted
9. ___ Individual social development history for pupils being evaluated or assisted
10. ___ Review of pupil's cumulative record form
11. ___ Interview with teachers that have opportunity to observe a pupil being evaluated or assisted

12. ____ Parental interview or written input concerning a pupil's being evaluated or assisted

13. ____ Interview of administrator or other support personnel (counselors, diagnosticians, etc.) having information pertaining to pupils being evaluated or assisted

14. ____ Write a comprehensive report of findings and recommendations

15. ____ Review your findings and recommendations with faculty

16. ____ Have reporting sessions with parents of pupils evaluated or assisted

17. ____ Review your findings and recommendations with pupil

18. ____ Have reporting or discussion session with the pupil's teachers or principal

19. ____ Review your findings and recommendations with pupil's teachers or principal

20. ____ Coordinate appraisal input sought from other professionals outside the regular school staff, such as neurologists, psychiatrists, and psychologists

21. ____ Coordinate with outside of school agencies those services related to evaluation or assisting youth with psychological needs. (Examples might include Mental Health/Mental Retardation, Family and Child Guidance Centers, Rehabilitation)

22. ____ Coordinate appraisal services obtained through the Region Resource Centers

23. ____ Coordinate certain research activity

24. ____ Cooperate with or initiate certain research activities that are part of the school district's function, such as program evaluation

25. ____ Coordinate activities of graduate interns and practicum students

26. ____ Participate in the writing, planning and implementation of special projects of the district

27. ____ Supervise transmittal of professional information of psychological nature about pupils

28. ____ Participate in Parent-Teacher Association meetings

29. ____ Participate in staff development or in-service activities for teachers

30. ____ Assist with behavioral management programming

31. ____ Participate by accepting duties of a crisis intervention nature

32. ____ Participate in certain public business, professional, service and parent groups

33. ____ Contribute by teaching at nearby college or university formal courses for college credit

34. ____ Participate as member of staffing committees for special education placement

35. ____ Supervise work of psychological associate(s)

36. ____ Assist with or prepare budget

37. ___ Member of committees formed on interdepartmental basis, such as teacher education centers, reading clinics, student affairs

38. ___ Participate in due process hearings for students related to certain disciplinary actions, such as drug abuse, corporal punishment, or suspensions

39. ___ Coordinate legal inquiries of a psychological nature about a pupil, such as with the juvenile authority, custody cases, and criminal court inquiries

40. ___ Recommend employment of personnel providing services of a psychological nature

41. ___ Plan and implement staff development programs for psychological services personnel

42. ___ Participate in professional organizations at local, state and national level

43. ___ Psychological services for school staff or school personnel

44. ___ Individual counseling and guidance with pupils

45. ___ Group counseling sessions with pupils

46. ___ Family guidance and/or counseling

47. ___ Play therapy sessions

48. ___ Develop academic programs for specific pupils

49. Describe any functions you feel psychologists in your district should not perform or perform less often, indicating why the change would be desirable.

50. Indicate any functions you would like psychologists to perform or to perform more often, indicating why the change would be appropriate.

51. What factors hinder psychologists in your district from being maximally effective in their role?

52. What do psychologists mainly contribute to the educational process of the child and the overall function of the school?

53. Approximately how many pupils are there in your district?

1 _____ Less than 1,000
2 _____ Between 1,000 – 5,000
3 _____ Between 5,001 – 10,000
4 _____ Over 10,000 (indicate number)

APPENDIX D

1. Number of school psychologists/diagnostic evaluators in your state during the 1977-78 school year _____

2. Number of youngsters attending public schools during the 1977-78 school year _____

3. The ratio of school psychology workers to public school children during the 1977-78 school year _____

4. Projected ideal number of school psychologists for your state _____

5. Projected ideal ratio of psychologists/pupils in your state _____

Please send to:

Dr. Paul L. Evans, Consultant
South Carolina State Department of Education
Office of Programs for the Handicapped
Psychological Services
1429 Senate St.
Columbia, South Carolina 29201